

Mandell Clip 4

[These facilitator notes provide commentary and ideas that might be helpful as you use these raw video clips with other educators.]

This clip starts with a discussion of creative deal design. We are struck by the ways the simulation allows for creativity and ingenuity – we love to bring those types of elements into classroom learning.

Next, the teaching team highlighting key data from the simulation, showing the wildly divergent prices that countries agreed to and the creative strategies they devised for importing rice to Fuji. Mandell's teaching assistant Brady uses this data to “warm call” a few different groups, using humor to create an even more comfortable atmosphere for participation. How might you use data in your classroom to invite students into your discussions? We also note that Brady subtly got Adam to cut a tangential point short, which is a valuable but tricky time management skill.

We find this clip interesting for thinking about when to intervene in discussion. How does Brady decide when to move from one student reflection to the next? Why might Mandell have decided to intervene when he does, choosing to “unpack” Group 12's price point but not Group 11's?

It's also interesting to see Mandell's probing questions here. He asks a lot of questions but doesn't get much elaboration from David of Group 12. Why might he decide to drop the point rather than continuing his questioning?